



Meole Brace School

Achievement • Respect • Community

Special Educational Needs and Disability (SEND) Policy

Senior member of staff responsible:	M Pope
Governor Committee:	Curriculum
SENCo:	A Plastow
Revised:	May 2020
Approved by Committee:	Awaiting Approval
Next Review Date:	July 2022

Special Educational Needs and Disability (SEND) Policy

This policy is in line with our Equality Statement and Accessibility Plan for Students and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Headteacher and the SENCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of students. Some students will need something **additional to** and **different from** what is provided for the majority of students; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Meole Brace School will do its best to ensure that the necessary provision is made for any student who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those students who have special educational needs or disabilities to allow students with SEND to join in the activities of the school.

The staff and governors of Meole Brace School will also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.

Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of students with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, children's services and all other agencies.

Aims:

- To ensure that Meole Brace School complies with the requirements of the Children's and Families Act 2014, the SEND Code of Practice 2015 and other statutory guidance.
- To ensure students at Meole Brace School get the support they need.
- To ensure that all students have access to a broad and balanced curriculum.
- That every student with SEND will have high aspirations and opportunities equal to other members of our community
- To ensure all students make expected or better progress towards their individual targets.

In line with the Code of Practice 2015, (6.1):

All students at Meole Brace School are entitled to an education that enables them to make progress so they:

- Achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood whether into employment, further or higher education or training

Objectives (how these aims will be met):

Teachers and staff will seek to identify the needs of students with SEN as early as possible in their school career. This is most effectively done by gathering information from parents/carers, primary schools, education support services, health and care services.

Teachers and staff monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of students with SEND by their teachers will help to ensure that they are able to reach their full potential.

School makes appropriate provision to overcome barriers to learning for students with SEND.

Work in partnership with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education. This includes informing them of when we are making SEN provision for their child, supporting them in understanding SEN procedures and providing regular feedback on their child's progress.

Work with and seek appropriate support from outside agencies when the needs of the student cannot be met by the school alone.

Ensure that SEND students engage in the activities of the school alongside students who do not have SEN.

Create a school environment where students contribute to their own learning and develop independence. This includes participation in student voice and, where practicable, in decisions affecting their future SEN provision and learning.

Meole Brace School makes reasonable adjustments to remove barriers to learning and to prevent students with additional needs being placed at a substantial disadvantage.

The SENCO at Meole Brace School is a qualified teacher. The SENCO is responsible for coordinating SEN provision on a day to day basis.

The SENCO is Mr Andrew Plastow

The SEND Governor is Mrs EA Spencer

The member of the Senior Leadership Team with responsibility for SEND is Mrs Mary Pope

Equality and Inclusion:

Definition of Special Educational Needs from The Special Educational Need and Disability Code of Practice 2015 and Children and Families Act 2014:

'A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or

b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational needs provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, maintained post-16 institutions or by relevant early years providers.'

Disabled Children and Young People:

The definition of disability is not the same as SEN and it is therefore possible to be disabled under the Equality Act and not have SEND.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. **Children and young people with such conditions do not necessarily have SEN,** but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Identification of SEN

(i) Students on the SEND register at Meole Brace School will have needs that cut across the following four broad areas of SEN need as documented below. It is important to note that their primary SEN category may change over time in accordance with their needs.

(ii) As stated in the Code of Practice for SEND 2015, the four broad areas of SEN are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and /or physical

(iii) It is important to note that the following are not SEN but may impact on progress and will therefore require careful consideration when looking at the child as a whole.

- Children must not be regarded as having learning difficulties solely because their language or form of language of their home is different from language in which they will be taught (EAL).
- Disability alone does not constitute SEN (see previous section)
- Attendance and Punctuality
- Health and welfare
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Behaviour is no longer a way of describing SEN- this is instead described as an underlying response to a need.

(iv) Meole Brace School has regard to the requirements of the SEND Code of Practice, 2015. This is a model of action and intervention to help students who have SEND make good progress and successfully access the curriculum. The school recognises there is a continuum of SEN and therefore uses a graduated approach to identifying, assessing and providing for students with SEND.

(v) Students at Meole Brace School, who meet the criteria for SEN, in agreement with parents/carers will be placed on the SEN register. This register is reviewed regularly by the SENCO.

(vi) For children and young people with more complex needs a co-ordinated assessment of need known as the Education and Health Care Plan 0 to 25 years (EHCP) may be required.

(ix) It is acknowledged that identification of SEND should be as early as possible in the child's school career.

- **The majority of students will be identified during transition into Year 7:** During assessment and screening, primary liaison meetings with KS2 staff, Year 6 Transition Reviews, information from outside agencies, parents/ carers and support services.

- **For students already in the school** a combination of concerns and or changes may result in the student being placed on the SEND register.
- **Others students may transfer in at a later date with a history of SEN.** An early review will determine whether the student's special educational needs are on-going.
- **A recent diagnosis may be a significant barrier to learning.** This requires additional and different resources.

SEND Provision

(i) Universal Provision- Quality First Teaching

- At Meole Brace School: **Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff.' Code of Practice 2015 (6.36)**
- At Meole Brace School: **'Every teacher is a teacher of every child or young person, including those with SEND.'** Code of Practice, 2015.
- Quality First Teaching is the baseline for learning for all students. All teachers are committed to reducing barriers to learning for students with SEND by planning work which is appropriately differentiated and includes strategies from the School's Universal Provision Map. **For this reason and in line with the Code of Practice, the majority of students will have their SEN met in class and have access to a broad and balanced curriculum. Where appropriate steps are taken to modify the curriculum and reasonable adjustments are made for disabled students.**
- All students are monitored by subject teachers to ensure they are not falling outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries.
- Regular communication takes place between class/subject teachers, TAs, SENCO, Student Support, Community Leaders, the Leadership Team, parents and students to ensure good progress.
- All staff have appropriate access to up to date information about students with additional needs.
- Once a student has been identified as *possibly* having SEN they will be closely monitored by subject teachers and form tutors in order to gauge their level of learning and possible difficulties. It is important to note that, 'high quality teaching, differentiated for the individual , is the first step to responding to pupils who have or may have SEN.' **Code of Practice 2015 (6.37)**
- Parents will be informed fully of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- Pupil progress meetings, parent evenings and whole school academic reporting are used to monitor and assess the progress being made by all students.

- If concerns continue despite the use of appropriately differentiated strategies and departmental interventions, the SENCO, Learning Support Manager and or Learning Support Team may be consulted for support and advice. The views of parents and students will also be included.

(ii) SEN Support

Where a student is identified as SEND, parents/carers will be formally advised of their child's needs before they are included on the School SEND Register. The aim of formally identifying a student with SEND is to ensure effective provision is put in place to remove barriers to learning. The support put in place consists of a four part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an on-going cycle to enable provision to be evaluated to ensure that the student makes good or better progress. Students, parents/carers and teachers will play an active part in the SEND review process.

(iii) External Support Services and Agencies:

When students continue to experience significant difficulties and do not make progress despite good quality first teaching and specialist intervention, a referral to outside agencies for support and advice may be made.

Outside agencies include: The Educational Psychologist, Woodlands Outreach Service, SPECTRA, Sensory Inclusion Service, Speech and Language Therapy, CAMHS, Targeted Youth Support, School Nurse, Bereavement Counselling, Young Carers.

Support for internal and external examinations, (Access Arrangements):

Access arrangements for examinations are organised jointly by the SENCO and Examinations Officer. Students must always have a history of need and any special arrangements must reflect the student's usual way of working. The document Access Arrangements and Reasonable Adjustment- General and Vocational Qualifications (JCQ), sets out procedure and guidelines for applying for special arrangements. **Not all students with SEND will qualify for access arrangements.**

Transition

The school supports students with SEND at each of the key transition stages. This includes regular meetings with the key stage 2 feeder schools and post 16 providers. All relevant professionals are invited to attend transition reviews along with parents and students. Planning meetings are also held to share appropriate information with colleagues. Enhanced transition visits are available for all SEND students.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEND co-ordinator, or SENCO
- inform parents/carers when they are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

SENCo:

In collaboration with the Headteacher and Governing Body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Advising on and assisting with the identification of students with SEND
- Co-ordinating and planning provision for students with SEND, including additional adults
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Monitoring and delivering relevant SEND CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with other providers of education to ensure a smooth transition for SEND students
- Monitoring the impact of interventions provided for pupils with SEND
- Special examination arrangements known as Access Arrangements for internal and external examinations.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on student response and on progress in order to contribute effectively to the graduated response.

Admission Arrangements:

See school policy/general admission arrangements and School Prospectus.

Meole Brace School does not discriminate against students with SEND and follows the procedure of the Local Authority for all students.

Partnership with parents/ carers of students with SEND:

Meole Brace School recognises that parents/carers know their child best and therefore the views of the parent and their child play a significant part in planning any intervention or dealing with concerns. A positive partnership between home and school is crucial in supporting the student and removing barriers to learning.

Parents/carers will be kept fully informed of any interventions and progress made. The SENCO welcome all contact from parents/ carers whether it is to inform school of new information or raise concerns.

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's Complaints Policy which is available on the school's website.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school.

In conclusion

The school will endeavour to provide for the needs of all of its students in a community that is inclusive and supportive of the needs of the individual. The careful identification and assessment of need will, where possible, be matched by the allocation of appropriate strategies and resources from within the school's **notional SEN budget** or as supplemented by the local authority for those students with ECHP or existing statements.

Governors have a legal duty to publish information on their websites about the implementation of the policy for students with SEND. The school will ensure that the SEND information Report is accessible on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details of Shropshire's Local Offer outlining the provision offered by the Local Authority are available on the School's SEND Information Report.